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AUTHOR Fielder, Christine; And Others
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ABSTRACT

Faced with a smaller pool of qualified high school graduates, American colleges and universities have been forced to adopt aggressive marketing and recruitment processes. One of the most often applied communication techniques is the production and distribution of image or recruitment videotapes, or video brochures. A study applied a content analysis and survey research to three collegiate recruitment videos to determine the overriding visual content and structure of the videos and attempted to test for their overall effectiveness in visual rhetorical power and message retention. Results indicated that the videos tended to follow a similar content and sequential pattern. Results also indicated that the visual messages presented toward the beginning of the video have the highest level of student message retention and play the largest role in influencing a student's choice of college. (Three tables of data are included; 24 references, a list of videos available, categories for content analysis, a survey instrument, four graphs of data, and four tables of data are attached.) (RS)

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A Content Analysis and Survey Research Review to Determine the Effectiveness of College Image/Recruitment Videos: A Pilot Study

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Christine Fielder, Jay W. Goff, & Jennifer Wilson

University of Kansas
Department of Communication Studies
Lawrence, KS 66044

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A CONTENT ANALYSIS AND SURVEY RESEARCH REVIEW OF COLLEGE RECRUITMENT VIDEOS: A PILOT STUDY

Abstract

The increasing use of videotapes as a communication tool for organizational image management has skyrocketed over the past decade. Faced with a smaller pool of qualified high school graduates. American colleges and universities have been forced to adopt aggressive marketing and recruitment practices. One of the most often applied communication techniques is the production and distribution of image or recruitment videotapes, or video brochures. This study applies a content analysis and survey research to three collegiate recruitment videos to determine the overriding visual content and structure of the videos and attempts to test for their overall effectiveness in visual rhetorical power and message retention. Results show that the videos tend to follow a similar content and sequential patterns. Additionally, the visual messages presented toward the beginning of the video have the highest level of student message retention and play the largest role in influencing a student's choice of college.

INTRODUCTION

The use of selectively produced videotapes as image-building and student-recruiting mechanisms has been gaining momentum in the United States throughout the past decade (Roehr, 1991, p. i). This marketing tool's development is primarily due to its domestic accessibility. Currently, around 90% of US households own and know how to operate a video cassette recorder (VCR) (Miller, 1991, p. 48). Jamieson and Campbell suggest that the "mediated television messages have not simply entered our lives; they have changed our patterns of living" (1988, p. 8). The new American "patterns of living" have pushed higher educational institutions to use more direct marketing techniques; in other words, they use a communication medium that can be tailored specifically to meet the needs of smaller student populations. Apart from its broad commercial applications, the use of image videos continues to be relatively unrecognized by scholars, even though it has evolved into an estimated annual $80 million industry, with each tape ranging from $30,000 to $50,000 to produce (Landers, 1987, p.32, Wilson, 1990, p. 34).

The general idea behind a collegiate recruitment tape is to give prospective students information about the respective institution, provide a view of the campus and student life, and peak interest in attending the college. Whether an institution wants to use the video to increase enrollment, boost its self image, advance alumni relations, or as a public relations tool, preparation and careful management of the video is essential.

Understanding the previous perspective, it is evident that more research should be conducted so the composition and

effectiveness of videos can be assessed. The goals for this study are three-fold. First, review the elements and factors leading to the use of college recruitment videos. Second, the study will examine the overriding and re-occurring elements or categories of school-related visual elements which are portrayed in the videos. This will illustrate which visual elements educational institutions consider to be the most important for appealing to their target audiences and in representing the image of their respective institutions.

Third, the study aims to discover how effective a specific target audience finds the videos in influencing their decision to attend a particular college. This will suggest which elements they find most appealing and what visual messages have the highest retention levels. The fulfillment of the last two goals could result in the knowledge of what collegiate image managers think are significant elements to display about their institutions and in turn, how the audience accepts the display. Thus, the effectiveness of the recruitment video will emerge as the tape that is most often selected by the sample student groups. The following section illustrates more specifically our goals and research questions for this study.

RESEARCH QUESTIONS

Besides focusing on the social and economic factors that led to the image video concept, two specific research questions will be addressed. **RQ1:** What re-occurring themes or messages compose the video's content within a specific category or image video? **RQ2:** Which videos, in a specific category, are most effective in

message retention? In addition, identification of demographic and psychographic characteristics of viewing populations will be addressed. This pilot study will ultimately be measuring effectiveness based on short term memory (STM) message retention.

Conclusions can then be drawn from the reactions to a chosen group of videos and the attitudes found toward the video's content. The information should answer whether there is a relationship between the content and sequencing of a video and its effectiveness in message retention and impression formation. If such a relationship exists, the information can stimulate possible avenues toward improving the overall communication effectiveness of recruitment videos.

BACKGROUND INFORMATION

DEMOGRAPHIC PRESSURES

Although in years past, higher educational institutions resisted direct marketing and aggressive student recruitment, those attitudes are long gone. Roehr concedes that, "the days of an admissions office functioning as doorkeeper, keeping the rabble from the ivied halls, has long passed, replaced by a pro-active search for the best and brightest prospects" (1991, p. i). Since the mid-1980's, colleges and universities have essentially been forced to exist in the electronic age and promote themselves with the contemporary communication tool of videotape. Two sociological changes have led to the new marketing practices. First, American colleges and universities are faced with the marketing dilemma of changing from a sellers' market to a buyers' market as far as new student recruitment is concerned. A primary

cause of this conversion is the existence of a smaller population pool of conventional and qualified college-aged students. The number of traditional college students has significantly dropped from the late 1960's and early 1970's (Jung, 1986). Demographic research shows that the number of young adults aged 18 to 24 peaked in the early 1980's and will decline by 4% throughout the 1990's. This pool will drop from representing 13% of the population in 1980 to only 9% by 2000 (American Demographics, 1992, p. 1). A population decline of this magnitude will have a negative impact on many areas of the economy--especially higher education. In effect, there will be approximately 5 million fewer students to fill America's some 3,000 colleges and universities (Sevier, 1992, p. 14).

Second, increasingly lower graduation rates of high school seniors have severely damaged the prosperity and economic growth that colleges and universities have enjoyed in the past decade. It is estimated that the national high school graduation rate dropped by 40% throughout the 1980's, while an additional 20% is expected for the 1990's (Hinds, 1988). This devastating reality subsequently results in fewer qualified students entering undergraduate institutions. This factor effects the skill level of workers in society as a whole. One study found most 17-year-olds could not summarize a news article, comprehend a bus schedule, or write a passable cover letter (American Demographics, p.3).

The end result of the previous two factors marks a rapid decline in traditional college student enrollment. This descent has generated pressure for colleges and universities to search for

a means of stimulating demand so as to be able to utilize their supplies and resources while remaining economically stable. The shrinking student enrollments and related state funding cut-backs have created a highly competitive recruiting environment. These elements have forced administrators to develop aggressive marketing strategies for the promotion of their educational and social product.

TECHNOLOGICAL ADVANCES

The importance of the college recruitment video has been recognized by college and university administrators as a potential tool to be used for targeting their shrinking audiences and retaining traditionally student populations. The anticipated benefits of the video, and its visually dominant messages, is supported by research that suggests there is better retention of visual elements as compared to audio messages and that video is especially appealing to young people (Hunt and Carter, 1986, Landers, 1986, Vinocur, 1990).

Support for the hypothesis that visual images tend to play a more consequential role in message retention and organizational image management has grown as televised and video medias continue to expand (Graber, 1990, p. 135). Some studies have even estimated that over two-thirds of the nation receives the majority of its information from television (Roehr, p. 2). Therefore, there is little dispute about the significant role that televised messages play in persuading and informing today's American students.

The unique vantage point held by marketing with video is the following: Once the video is playing, it creates a captive

audience. The viewer is focused only upon the video's messages until video is over. There are no other channels or viewing options to choose, until the viewer consciously turns the VCR off or the video has concluded. Since most video viewing takes place because of the viewer's desire to watch the content of a tape, there is a greater likelihood that the image video will be allowed to make its full impact.

Besides the greater likelihood of viewer consumption, the second factor contributing to the wide use of the image video is the low production cost and the college administrations' greater understanding of direct marketing techniques. Throughout the 1980's many small video production and campus ("in-house") studios were created because of the low cost of video production and editing equipment. Compared to film, which was previously the only means of creating moving audio-visual messages, video cost is relatively nominal. Average production house expenses range from $3,000 to $5,000 per final minute of edited footage (Roehr, p. 22). The numerous private production centers and campus editing studios can now show an institution at its best, at a low cost, and produce the tapes within a short amount of time.

Production is important, but it is also important to be able to direct the message of a college or university to the "right" student. The emergence of campus data-base main frame computers combined with direct marketing programs provides the ability to contact very specific demographic groups with significant ease. Through the use of nationwide mailing lists, interest response cards, and other mailing and phone list gathering techniques, it has become simple and inexpensive for an institution to directly

market precise student groups. Hence the advent of low cost/high quality visual message capabilities and the economically wise direct marketing strategies have given birth to the collegiate image video.

Although the production and distribution of the image video is economically feasible and the prospect of having a captive viewing audience exists, a study of the medium's contextual elements and effectiveness is yet to be thoroughly examined. To some researchers in collegiate marketing, an expose' of this widely used medium would seem a must. A study of the historical and descriptive areas of the phenomenon could be highly meaningful for future examinations and in developing a clear understanding of the effectiveness of this contemporary communication tool.

METHOD OF ANALYSIS

PHASE I

MATERIALS

The initial phase of this study included the content analysis of three selected college recruitment videotapes provided by the College Home Video Library Distribution Center. The following three criteria were employed for selecting videos for the study: (1) 4 year institutions having a student population of 15,000 to 20,000, (2) the institutions must be state aided, and (3) the institutions being highly unfamiliar to the participants being surveyed. A listing of the available videotapes was provided by The College Home Video Distribution Center in order to select the

appropriate colleges (see Appendix 1). Background information on each of the institutions was obtained from Peterson's 1991 Collegiate Catalog.

Following our points of criteria, approximately 120 undergraduate students currently enrolled in an introductory communication studies course were surveyed to determine each institution's familiarity level with Kansas High School students. This step was pertinent in discovering which schools were most unfamiliar to the students in order to alleviate any preconceived notions or personal biases regarding the colleges featured in the videos. Thus, this step determined that those schools staying within the confines of our criteria included the following: University of Delaware, The University of California at Irvine, and Ohio University in Athens.

PROCEDURE

Using a categorical scheme modeled after the American College Boards' collegiate elements most desired by incoming college freshmen, the researchers established a category list of eight visual categories most likely to be included in a college recruitment videotape. The following eight visual categories were applied in the content analysis: (1) testimonials, (2) student-teacher interactions, (3) campus/building/town aesthetics, (4) text, (5) varsity athletics, (6) student activities, (7) academic symbols, and (8) other (see Appendix 2 for operational definitions). Each videotape was coded according to each frame or scene change within each video. The amount of time devoted to each time frame was used as the coding unit in order to discover

the amount of time devoted to each category. Subsequently, all three researchers content analyzed two of the videotapes to determine which scene constituted a particular category.

A sample study was initially completed in order to detect inter-rater reliability. Southeast Missouri State University's recruitment video was coded and content analyzed by two researchers revealing a coder reliability level of .83 by Holsti's reliability test (1969, p. 43).

Similarly, the three college recruitment videotapes used in the study were coded and content analyzed by all three researchers. Reliability for each analysis is as follows: University of Delaware = .96, The University of California at Irvine = .97, and Ohio University = .90. Thus, the content analysis of each of the videotapes revealed visual constructual trends in the tapes and indicated the amount of time each college devoted to the eight-term category listing.

PHASE II

SUBJECTS

The subjects involved in the second phase of the study included 67 college-bound high school seniors in six college preparatory classes from two central Kansas high schools. Although over 130 students were surveyed, over 60 surveys were removed because of the subjects admittance to previous knowledge or bias towards one of the institutions in the study. The participants consisted of 34 males and 33 females and had an averaged GPA of over 3.0 on a 4 point scale . The participants were predominantly Caucasian, middle-class students all 18 years

of age. The high schools were selected based on their willingness to participate in the study. Additionally, subject participation occurred during regularly scheduled college preparatory classes. Although subject participation was solicited, it was strictly voluntary.

PROCEDURE

The subjects were initially briefed by one of the researchers explaining the nature of the videotapes. The researcher refrained, however, from revealing the precise intentions for their reaction to the videos. Subjects were then required to read and sign a consent form regarding their participation in addition to completing the "front side" of the survey (see Appendix 3). This side of the survey asked for demographic information (age, sex, ect.), college selection if applicable, and previous knowledge of any of the three universities used in the study. Subsequently, three groups of students from each school watched the three videos in succession. In order to detect and control for primacy and recency effects, each group in the two schools watched the videos in an alternating order.

After viewing the videos, the subjects completed the "back side" of the survey regarding their reaction to the college recruitment videotapes (see Appendix 4). This side of the questionnaire required the subjects to rank order the colleges in terms of the school they would most likely attend, given the three respective institutions. In addition, subjects were asked which elements they could remember about each university, and then why those aspects of the college were most memorable to them.

Finally, at the end of each group session, the researchers collected the consent forms and surveys, debriefed the subjects, and allowed the subjects to voice their reactions regarding the videotapes.

After surveying the 6 high school classes, two researchers content analyzed the "back side" of the questionnaires in order to determine which messages or elements were most effective in catching the attention of the subjects and the subsequent retention and impact of that information. The rank order of the colleges were tabulated to reveal which school was ranked most likely to attend, second most likely to attend, and least likely to attend by the subjects. The eight-item category list was then applied to content analyze the written responses so as to determine what messages the subjects remembered about each university. The coding scheme included the number of times the categorical item was mentioned by the subject. A reliability check for this analysis revealed a .89 reliability between the coders.

RESULTS

PHASE I

This phase illustrated which of the eight categories were found most often in each of the three videos. Results show that each video devoted significantly similar amounts of time to the same categories, although the videos contained numerous creative visual differences. The results show student-teacher interaction(category 2), testimonial (category 1), campus aesthetics (category 3), and student activities (category 6) were portrayed throughout the majority of all three videos. Table 1 illustrates this

phenomena: UC Irvine and Ohio University devoted 46.9% and 34.1%, respectively to student-teacher interaction (category 2). Delaware, on the other hand, devoted 36.5% of it's time to the testimonials (category 1) of actual students ; and spent 26.8% on student-teacher interactions (category 2). The next highest percentage of time devoted to a specific category went to student activities (category 6) by UC Irvine and Ohio, while the campus aesthetics (category 3) received the third most time by UC Irvine and Delaware. Although each video focused on different institutional elements, these results suggest a relatively uniform pattern of scene and content sequencing exists. In other words, although the three videos are drastically different in visual style, they all seem to follow a rather similar distribution in devoting equal time the core categories previously mentioned (Line Graph: Appendix 5).

Phase I TABLE 1
Percent of Time Units Containing the Specific Categories

		Content Categories							
	Amt. of Time	1	2	3	4	5	6	7	8
UC Irvine 10:30.22	11:13.05	0% (0)	46.9% (5:16)	12.2% (1:22)	11.3% (1:15)	5.3% (0:36)	15.6% (1:45)	7.2% (0:49)	1.5% (0:10)
Ohio U. 13:00.20	13:08.22	13.2% (1:43)	34.1% (4:29)	10.0% (1:19)	15.2% (2:00)	2.7% (0:21)	17.0% (2:14)	2.4% (0:19)	5.4% (0:43)
Delaware 12:17.00	12:18.04	36.5% (4:28)	26.8% (3:17)	16.1% (1:58)	10.6% (1:18)	3.8% (0:28)	6.2% (0:45)	0.0% (0:00)	0.0% (0:00)

* Note 1: the percentages and total amount of time may exceed the total amount of time if some images fit within more than one category.

* Note 2: the total time beneath the institution's name is the actual running time, the total time to the right of the name is the categorical cumulative time.

Table 2 deviates from Table 1 only slightly to illustrate not only the amount of time devoted to each category, but the number of scenes portraying each category. Each video remains relatively similar in their collegiate image portrayal. Again the tapes are adhering heavily to the following two categories: student-teacher interaction and student activities.

TABLE 2
Percent of Scene Units Containing the Specific Categories

	# of Units	Content Categories 1	2	3	4	5	6	7	8
UC Irvine	193	0% (0)	41.9% (81)	13.5% (26)	11.9% (23)	5.2% (10)	22.3% (43)	4.7% (9)	0.5% (1)
Ohio U.	138	6.5% (9)	41.0% (57)	10.8% (15)	4.3% (6)	5.0% (7)	19.4% (27)	3.6% (5)	9.4% (13)
Delaware	256	22.7% (60)	20.7% (55)	13.6% (36)	8.6% (23)	11.7% (31)	22.7% (60)	0.0% (0)	0.0% (0)

*See Appendix 6 for the each Videos Content Distribution Over Time
*See Appendix 7, 8, & 9 for Line Graphs of Content Distribution

A subsequent qualitative analysis was completed to illustrate the general order in which the video presented the categorical material. The analysis shows that in all three videos the majority of the testimonials (category 1), student-teacher interaction (category 2), and campus aesthetics (category 3) were all heavily portrayed within the first three to four minutes of the videos. The rest of the videos were primarily devoted to text, athletics, student activities, academic symbols, and other miscellaneous images. Thus, there appears to be a relationship between the amount of time devoted to a category and its sequential appearance in the video. Obviously the institutions'

image managers have generally organized the videos' sequence according to what they perceive to be the institution's strongest aspects.

PHASE II

The survey research completed by the researchers and the subsequent content analysis of the surveys provide correlating evidence with the above results. The rank ordering of the videos overall reveal the University of California at Irvine was ranked most likely to attend, the University of Delaware was ranked second most likely to attend, and Ohio University ranked least likely to attend.

The content analysis of their open-ended responses reveals what the subjects remembered most about each of the videos. The surveys indicate that of the eight categorical items, student-teacher interaction (category 2 = 35.2% of the subject responses) and campus aesthetics (category 3 = 34.5% of the responses) were most remembered from each of the videos (see Table 1B). These results cross-applied with the previous information in Phase I indicates that these two categories were two of the three categories to have the most time devoted to scenes in the videos. More significantly, these two categories are included in the three categories that were portrayed predominantly in the first three to four minutes of the videos. The match is strikingly close in terms of the time devoted to each of these categories at the beginning of the video and the number of times these categories were mentioned by the subjects as being the most memorable.

PHASE II TABLE 1B
Content Analysis of Survey Results: Student Responses
Messages Retained

Order Shown	Gender & Total Responses	Content Categories 1	2	3	4	5	6	7	8
Total	Male 143	2.1% (3)	31.5% (45)	37.8% (54)	0.0% (0)	2.8% (4)	10.5% (15)	2.8% (4)	12.6% (18)
	Female 144	2.8% (4)	38.9% (56)	31.3% (45)	0.0% (0)	4.2% (6)	11.8% (17)	2.1% (3)	13.0% (13)
Surveys: 67 Males: 34 Females: 33	Combined 287	2.4% (7)	35.2% (101)	34.5% (99)	0.0% (0)	3.5% (10)	11.1% (32)	2.4% (7)	10.8% (31)

(See Appendix 7 for Tables 2B, 3B, & 4B)

Discussion

The results of this study seem to adequately answer all of the research questions and meet the goals proposed for this project. The evidence suggests that the categories used in this study represent the general themes presented in each of the videotapes. Table 1 and Table 2 illustrate that out of approximately 36 minutes and 39 sections of the three videos, only 53 seconds were devoted to something "other" than the seven titled categories. Thus, we can assume from our research, in conjunction with previous research, that these categories or re-occurring messages are pertinent to and representative of the visual layout in many college recruitment videos.

Secondly, this research illustrates the fact that certain categories are inherently more significant to the portrayal of a university and, therefore, receive a greater amount of time in the video. As evidenced in Phase I, the three videos were similar in

regards to which categories they devoted the majority of their time to. Although the videos appeared drastically different in production quality, construction, and created different impressions with the subjects, there was basically a "cookie-cutter" effect in their portrayal of the most prominent categories.

Thirdly, the survey research suggests that student-teacher interaction (category 2) and shots of the campus's aesthetic values (category 3) were the most effective themes to present to prospective students. The University of California at Irvine was ranked significantly higher than the other two videos as being most likely to attend by subjects. Table 1 shows that UCI spent nearly half of their video on student-teacher interaction. Coincidentally, this category was what the majority of the students remembered about all of the videos. Thus, it is necessary to project that student-teacher interaction is a significant and effective theme to include in most college recruitment videos.

Another underlying factor evident in the results was the primacy effect of retained information. The results show that testimonials, student-teacher interaction, and campus scenes were heavily included in the first three to four minutes of each video. Similarly, subject survey reactions to the memorable aspects of each video reveal that these three categories were most often remembered. These results suggest that the primacy effect does play a critical role in the impression and subsequent retention of messages from each video. This information also implies that student attention spans only last for a few minutes while watching

these videos resulting in the non-perception or dismissal of information received after the first 3 to 4 minutes. Additionally, these results lend credence to the "MTV Syndrome" suggesting that videos should at least partially rely on fast paced scene changes and have a total running time between six to eight minutes long.

Weaknesses of the Study

In order to ensure adequate research following this pilot study, it is necessary to discuss several weaknesses of this piece of research so that they may be addressed in the future. First, the sample size of subjects in this study was too small to positively generalize to the larger population of college-bound high school seniors in the United States. This weakness also presents low statistical power when compiling the data and formulating the results. A larger sample size could alleviate these problems and provide for more generalizable results.

Second, the survey research conducted in this study was appropriate for this initial pilot study, however, it would be helpful to use it in combination with a focus group for more depth in assessing the subjects' attitudes towards the images of the sample institutions.

Third, it is necessary to take into account the parents' role in choosing a college. A combination of parents and students in a survey and focus group would provide excellent data for assessing recruitment videos as an effective marketing communication tool in influencing the college decision making process.

Fourth, this study used only state aided universities with moderately sized student bodies. It would be appropriate to use

both large and small schools, and both private and public institutions. In addition, future research could include the analysis and administration of more than three videos in one study. Again, this addition would add greater generalizability and statistical power.

CONCLUSION

This pilot study attempts to contribute initial background research and data to study of a contemporary communication tool, the image video or video brochure. The results aid in developing a better understanding of the visual content and composition of the collegiate recruitment video to date. The primary indications towards message retention and/or attention spans of this specific student market should be a healthy foundation to spur additional research in this area.

Most researchers agree that a good/effective video is one that reflects the individuality of an institution, that good only is achieved once a serious overall marketing plan is implemented (Roehr, 1990, Coe & Welch, 1987). A proper marketing approach requires an administration to begin with a focus upon itself. A school that tries to be all things to all students is not likely to suceed (Rhoer, p. 27). Before producing a video, each university-college must decide upon a clear identity, arrive at a distinctive market niche, target its communication efforts to the appropriate market segments, and record the video's overall effects.

Overall it is obvious that administrators of colleges and universities around the country need to take great care in the

preparation of their recruitment tapes. The academic sector has become an extremely competitive environment today, and each school must take heed and strive to properly represent their image. It is apparent the videos have become key source of influence in the decision-making process of a college-bound individuals. Thus, a poorly prepared video could cause irreparable damage to an institution's organizational image and eventually harm their overall enrollment. Obviously, the image management of higher educational institutions through their respective videos has become, and will continue to be, crucial to meeting the overall communication needs of the organization.

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The College Home Video Library

APPENDIX 1

In the comfort of your own home, you can now view the videos of many of the nation's finest colleges and univer... through The College Home Video Library. Within two weeks of ordering, you'll receive a customized cassette co... your selections. Each college video is *ONLY $4* and the videos are yours to keep!

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- ☐ Agriculture & Overview

DISTRICT OF COLUMBIA
- ☐ The George Washington University

FLORIDA
- ☐ Rollins College

ILLINOIS
- ☐ Lewis University
- ☐ North Central College
- ☐ Southern Illinois University at Carbondale/Business Administration

INDIANA
- ☐ Earlham College

IOWA
- ☐ Coe College
- ☐ Cornell College

LOUISIANA
Loyola University of New Orleans:
- ☐ Overview
- ☐ Business & Overview
- ☐ Tulane University

MARYLAND
- ☐ Goucher College

Johns Hopkins University:
- ☐ Overview
- ☐ Engineering & Overview
- ☐ Washington College

MASSACHUSETTS
- ☐ Babson College
- ☐ Boston College
- ☐ Emerson College

MICHIGAN
- ☐ GMI Engineering & Management Institute

MINNESOTA
- ☐ Carleton College
- ☐ Concordia College (Moorhead)
- ☐ Saint John's University & College of Saint Benedict

MISSOURI
- ☐ Washington University

NEW HAMPSHIRE
- ☐ River College/Art

NEW JERSEY
- ☐ Stevens Institute of Technology
- ☐ Stockton State College

NEW YORK
- ☐ Columbia University
- ☐ Cornell University
- ☐ Fordham University
- ☐ Hofstra University

Ithaca College:
- ☐ Business & Overview
- ☐ Communications & Overview
- ☐ Humanities & Overview
- ☐ Music & Overview
- ☐ Sciences & Human Performance Overview

- ☐ Manhattan College
- ☐ Niagara University

Rensselaer Polytechnic Institute:
- ☐ Freshman Admissions
- ☐ Transfer Admissions

Rochester Institute of Technology (Overview):
- ☐ & Business
- ☐ & Engineering
- ☐ & Fine and Applied Arts
- ☐ & Liberal Arts
- ☐ & Computer Science
- ☐ & Printing Management and Sciences
- ☐ & Science and Mathematics

- ☐ St. John Fisher College
- ☐ St. Lawrence University
- ☐ State University of New York at Stony Brook
- ☐ School of Visual Arts
- ☐ Skidmore College
- ☐ Syracuse University & Pre-college Programs
- ☐ U.S. Merchant Marine Academy
- ☐ U.S. Military Academy (West Point)
- ☐ Vassar College

NORTH CAROLINA
- ☐ Davidson College
- ☐ Duke University
- ☐ University of North Carolina at Chapel Hill
- ☐ The 16 Institutions of the University of North Carolina (Overview):
  - Appalachian State University
  - East Carolina University
  - Elizabeth City State University
  - Fayetteville State University
  - North Carolina A&T State University
  - North Carolina Central University
  - North Carolina School of the Arts
  - North Carolina State University
  - Pembroke State University
  - UNC at Asheville
  - UNC at Chapel Hill
  - UNC at Charlotte
  - UNC at Greensboro
  - UNC at Wilmington
  - Western Carolina University
  - Winston-Salem State University

OHIO
- ☐ Antioch College
- ☐ Case Western Reserve Univers...
- ☐ The College of Wooster
- ☐ Denison University
- ☐ Kenyon College
- ☐ Mariotta College

OHIO *(cont.)*
Oberlin College:
- ☐ Arts and Sciences
- ☐ Music
- ☐ Arts and Sciences & Music

- ☐ Ohio University
- ☐ Ohio Wesleyan University

University of Dayton:
- ☐ Overview
- ☐ Chemistry, Computer ... Mat...
- Physics & Overview

OREGON
- ☐ Lewis and Clark College

PENNSYLVANIA
- ☐ Albright College
- ☐ Beaver College

Carnegie Mellon University (Ove...
- ☐ & Chemistry
- ☐ & Design
- ☐ & Electrical & Computer Engineering
- ☐ & Ethnic Minority Programs
- ☐ & Liberal Arts
- ☐ & Metallurgical Engineering & Materials Science
- ☐ & Music

- ☐ Chatham College
- ☐ Chestnut Hill College
- ☐ Drexel University
- ☐ Franklin & Marshall College
- ☐ Gettysburg College
- ☐ King's College
- ☐ Lafayette College
- ☐ Moravian College
- ☐ Philadelphia College of Textiles & Science
- ☐ Susquehanna University

University of Pennsylvania:
- ☐ Overview
- ☐ School of Engineering an... Science & Overview
- ☐ School of Nursing & Overv...

- ☐ Widener University

RHODE ISLAND
- ☐ Bryant College

VIRGINIA
- ☐ Longwood College
- ☐ Mary Washington College
- ☐ Radford University
- ☐ Randolph-Macon College
- ☐ Randolph-Macon Woman's College
- ☐ Virginia Wesleyan College

WASHINGTON
- ☐ Seattle University

WISCONSIN
- ☐ Beloit College
- ☐ Milwaukee School of Engineer...
- ☐ St. Norbert College

These videos are the same ... are available through *Peterson's Four-Year Guide* ...

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APPENDIX 2

CATEGORIES FOR CONTENT ANALYSIS

OPERATIONAL DEFINITIONS

1. **TESTIMONIAL**

   a. Alumni, students, adminstrators, or factulty shown talking or verbally discussing themselves, the school, students, university activities, or anything pertaining to the nature of the institution.

2. **STUDENT-TEACHER CLASSROOM INTERACTION**

   a. Faculty lectures
   b. Students listening to lectures, taking notes, participating in class activities ect.
   c. Teacher-student verbal and/or class work interaction
   d. Student class work, lab work, computer work, ect.

3. **CAMPUS/BUILDING/TOWN AESTHETICS**

   a. Bird's eye/pan shots of the campus
   b. Events occuring on campus
   c. Stills, pans, and/or truck shots of campus buildings
   d. Stills, pans, and/or truck shots of the town the in which the University resides.

4. **TEXT**

   a. Superimposed statistics, titles, labels, maps, ect.
   b. Shots of actual signs/text on campus

5. **VARSITY ATHLETICS**

   a. University sponsored sporting events (School uniforms worn)
   b. Mascots
   c. Cheerleasers, bands, and fans at a sporting event

6. **STUDENT ACTIVITIES**

   a. Student-student activities outside the classroom
   b. Shots of student life aside from the University
   c. Shots of intramural sports, recreation activities

7. **ACADEMIC SYMBOLS**

   a. Graduation ceremony
   b. Shots of books, trophies, awards, banners, flags, ect.

8. **OTHER**

   a. Anything not remotely relevant to the above categories (Ex. the blast-off of the space shuttle)

FRONT OF SURVEY

1. What is your sex?
   ( ) Male
   ( ) Female

2. What is your age?

3. What is your GPA on a four-point scale?
   ( ) 0.0 - 1.0
   ( ) 1.0 - 2.0
   ( ) 2.0 - 3.0
   ( ) 3.0 - 4.0

4. Are you planning to attend a four year college or university after high school graduation?
   ( ) Yes
   ( ) No
   ( ) Not certain

   4a. If yes, which school will you be attending?

5. What factor(s) was the major influence in your choice of a college or university?

6. Do you recognize any of the following schools?

   A. University of California at Irvine ( ) Yes ( ) No

   B. University of Delaware ( ) Yes ( ) No

   C. Ohio University in Athens ( ) Yes ( ) No

   6a. If you answered yes to any of the schools listed above, please explain briefly what you know about that school(s).

BACK OF SURVEY

I. Rank order the college videos you have just seen in terms of the school you would most like to attend to the one you would least like to attend. (1=Most, 3= Least)

1.

2.

3.

II. What aspects do you remember most about each college?

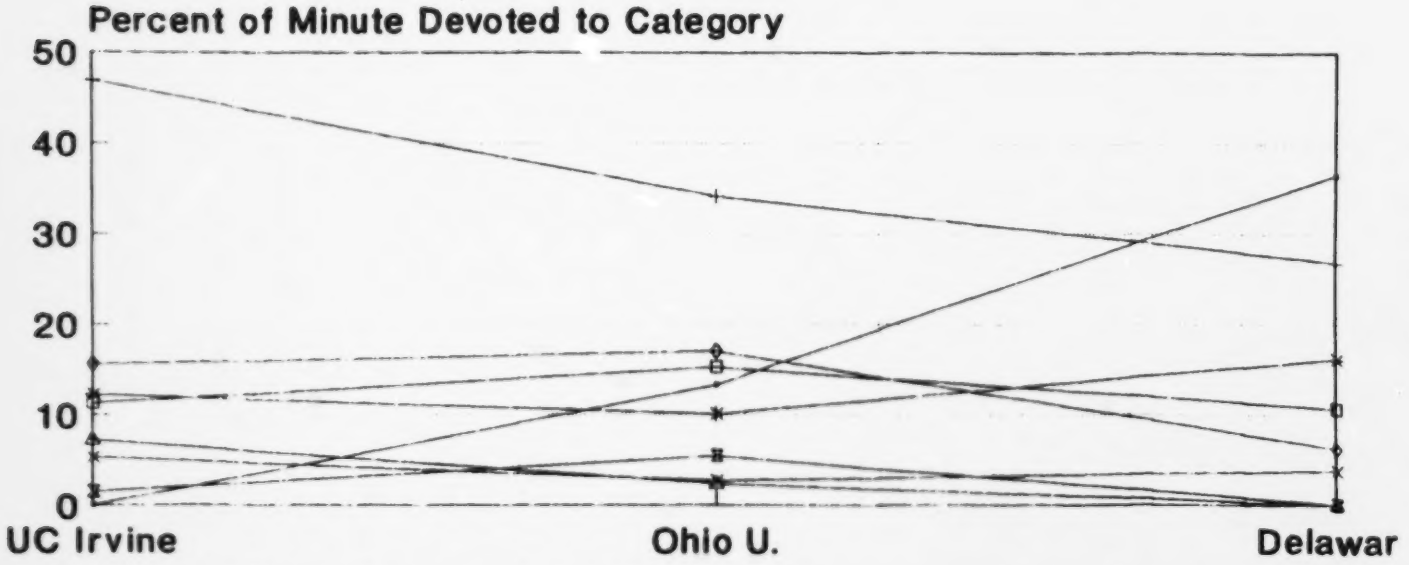
1. University of California at Irvine

2. University of Delaware

3. Ohio University in Athens

III. Please explain why these aspects are most memorable to you?

Video Content Analysis
Content Distribution Over Time



Series Number - Category Number

APPENDIX 5

PHASE I
Table 3
CONTENT DISTRIBUTION OVER TIME

School	Minutes	Content Categories 1	2	3	4	5	6	7	8
UC Irvine	1	0%	38.5%	19.0%	14.4%	0%	19.0%	0%	9.2%
	2	0%	85.2%	7.4%	7.4%	0%	0%	0%	0%
	3	0%	84.0%	16.0%	0%	0%	0%	0%	0%
	4	0%	35.2%	40.0%	9.7%	0%	15.2%	0%	0%
	5	0%	62.0%	0%	30.6%	0%	7.4%/	0%	0%
	6	0%	56.8%	0%	0%	12.1%	18.9%	0%	12.1%
	7	0%	25.0%	0%	0%	67.0%	8.0%	0%	0%
	8	0%	28.1%	11.0%	4.8%	0%	51.4%	0%	4.8%
	9	0%	0%	50.0%	0%	0%	50.0%	0%	0%
	10	0%	6.1%	6.1%	6.1%	0%	60.0%	28.9%	0%
	11	0%	0%	0%	100%	0%	0%	0%	0%

School	Minutes	Content Categories 1	2	3	4	5	6	7	8
Ohio U.	1	0%	0%	25.0%	0%	0%	75.0%	0%	0%
	2	30.8%	0%	7.5%	0%	0%	0%	6.5%	55.1%
	3	25.0%	17.0%	51.0%	0%	0%	0%	7.0%	0%
	4	0%	86.0%	7.0%	0%	0%	0%	0%	7.0%
	5	6.8%	56.3%	15.5%	6.8%	0%	0%	0%	24.3%
	6	25.0%	58.0%	0%	0%	0%	0%	17.0%	0%
	7	0%	67.0%	0%	0%	0%	33.0%	0%	0%
	8	0%	33.0%	0%	0%	25.0%	42.0%	0%	0%
	9	0%	0%	0%	0%	25.0%	75.0%	0%	0%
	10	0%	58.0%	0%	26.0%	0%	0%	0%	16.0%
	11	0%	46.9%	30.1%	17.5%	0%	0%	0%	5.6%
	12	0%	25.0%	0%	58.0%	0%	17.0%	0%	0%

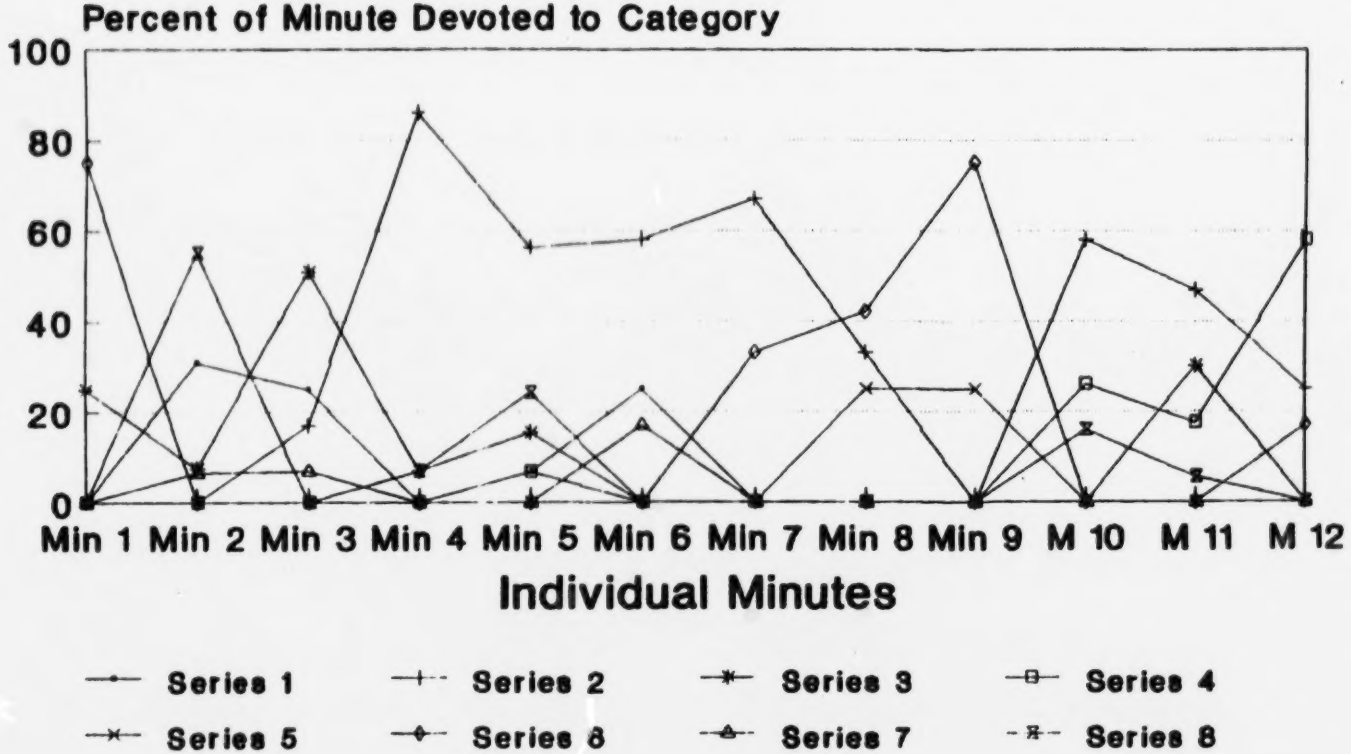
PHASE I
Table 3

CONTENT DISTRIBUTION OVER TIME

School	Minutes	Content Categories 1	2	3	4	5	6	7	8
Delaware	1	26.6%	10.8%	36.7%	20.9%	0%	5.1%	0%	0%
	2	18.8%	0%	56.4%	0%	0%	24.8%	0%	0%
	3	31.6%	6.0%	24.8%	12.8%	0%	24.8%	0%	0%
	4	38.9%	38.9%	7.4%	7.4%	0%	7.4%	0%	0%
	5	8.0%	92.0%	0%	0%	0%	0%	0%	0%
	6	17.0%	83.0%	0%	0%	0%	0%	0%	0%
	7	75.0%	17.0%	0%	8.0%	0%	0%	0%	0%
	8	0%	51.1%	17.0%	32.0%	0%	0%	0%	0%
	9	0%	83.0%	17.0%	0%	0%	0%	0%	0%
	10	83.0%	0%	17.0%	0%	0%	0%	0%	0%
	11	46.4%	0%	15.7%	7.4%	23.1%	7.4%	0%	0%
	12	14.7%	0%	0%	6.9%	28.4%	50.0%	0%	0%
	13	67.0%	0%	0%	33.0%	0%	0%	0%	0%

Ohio U. Content Analysis

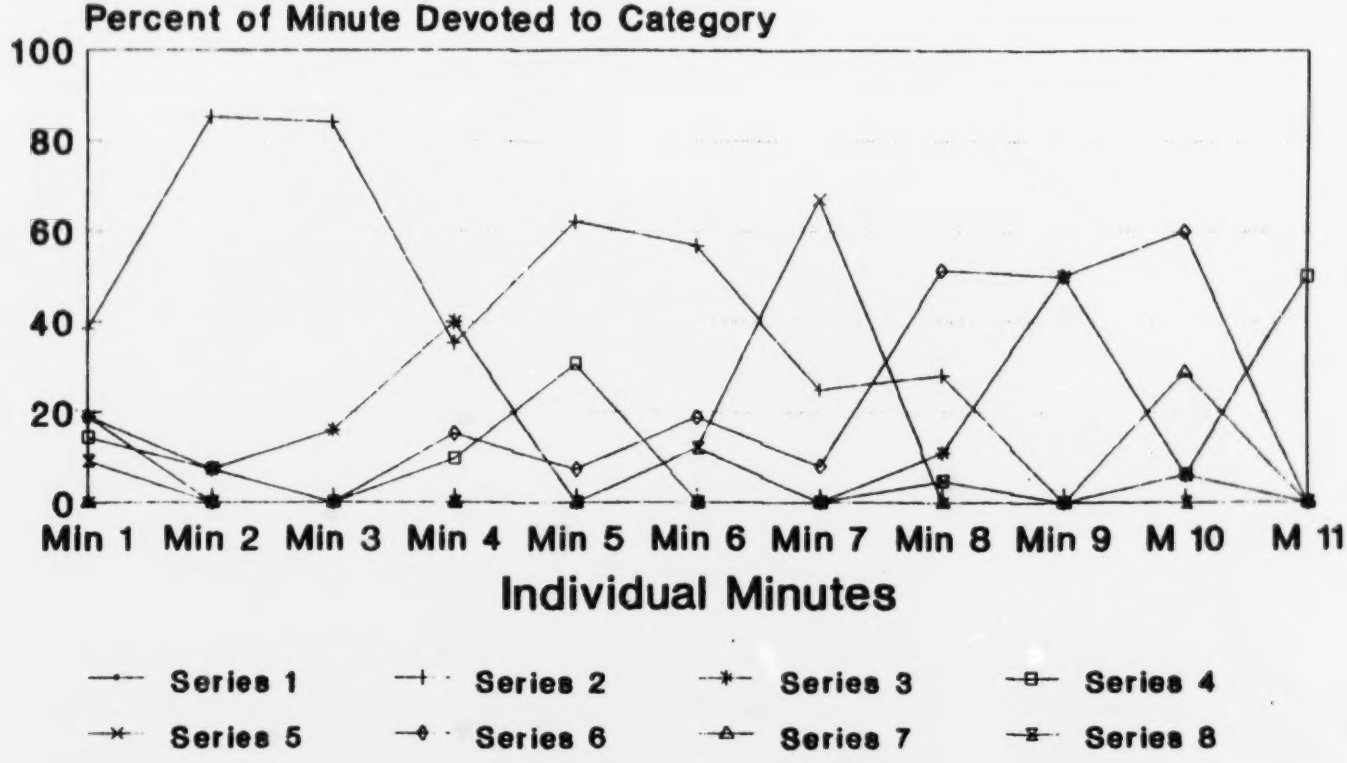
Content Distribution Over Time



Series Number = Category Number

APPENDIX 2

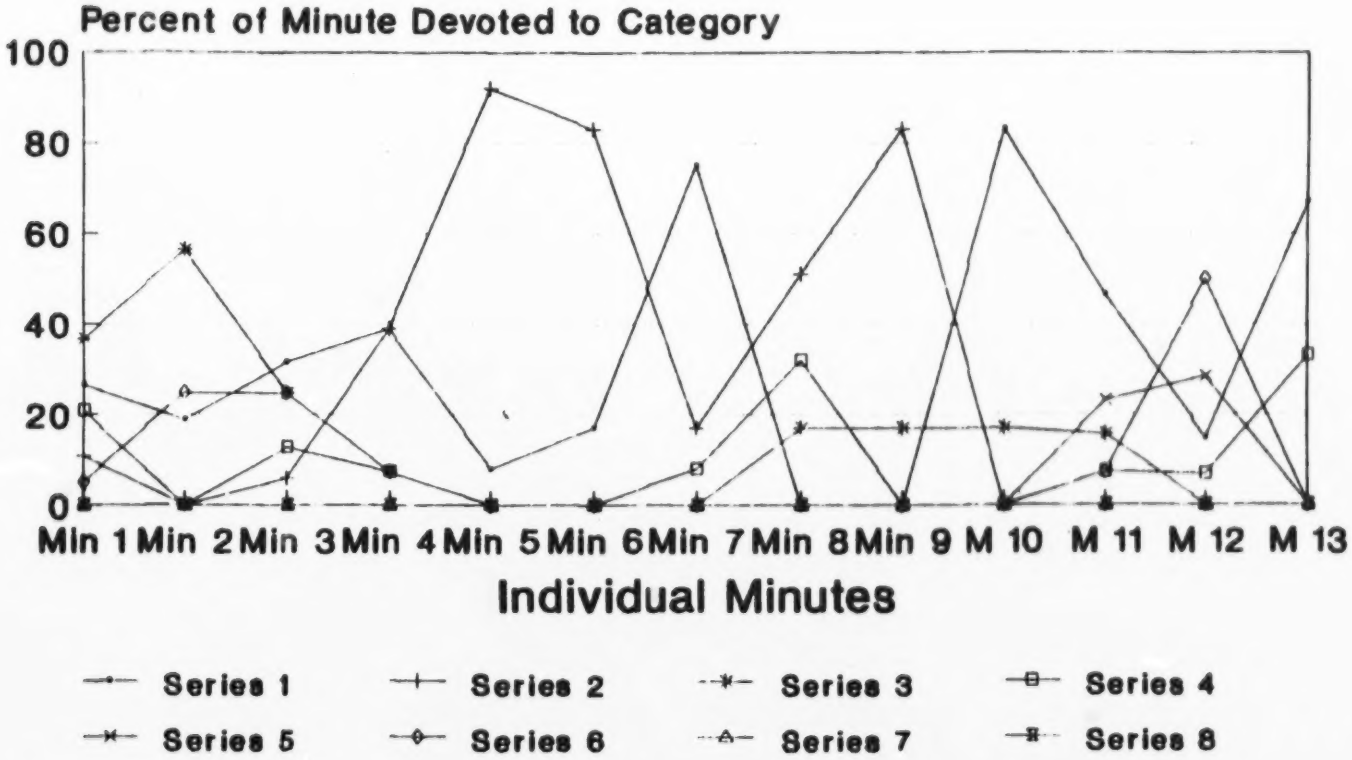
UCI Content Analysis
Content Distribution Over Time



Series Number = Category Number

U of Delaware Content Analysis

Content Distribution Over Time



Series Number - Category Number

PHASE II
Content Analysis of Survey Results: Student Responses
Messages Retained

TABLE 2B

Order Shown	Gender & Total Responses	Content Catagories 1	2	3	4	5	6	7	8
ABC	Male	3.2%	36.5%	25.4%	0.0%	3.2%	11.1%	0.0%	20.6%
1. UCI	63	(2)	(23)	(16)	(0)	(2)	(7)	(0)	(13)
2. Ohio U.									
3. U of Del	Female	3.1%	44.6%	27.7%	0.0%	4.6%	9.2%	0.0%	10.8%
	65	(2)	(29)	(18)	(0)	(3)	(6)	(0)	(7)
Surveys: 28									
Males: 14	Combined	3.1%	40.6%	26.6%	0.0%	3.9%	10.2%	0.0%	15.6%
Females: 14	128	(4)	(52)	(34)	(0)	(5)	(13)	(0)	(20)

TABLE 3B

Order Shown	Gender & Total Responses	Content Catagories 1	2	3	4	5	6	7	8
BCA	Male	1.9%	26.4%	43.3%	0.0%	3.8%	11.3%	5.7%	7.5%
1. Ohio U.	53	(1)	(14)	(23)	(0)	(2)	(6)	(3)	(4)
2. U of Del									
3. UCI	Female	0.0%	43.8%	37.5%	0.0%	6.3%	12.5%	0.0%	0.0%
	16	(0)	(7)	(6)	(0)	(1)	(2)	(0)	(0)
Surveys: 16									
Males: 12	Combined	1.4%	30.4%	42.0%	0.0%	4.3%	11.6%	4.3%	5.8%
Females: 4	69	(1)	(21)	(29)	(0)	(3)	(8)	(3)	(4)

TABLE 4B

Order Shown	Gender & Total Responses	Content Catagories 1	2	3	4	5	6	7	8
CAB	Male	0.0%	29.6%	55.6%	0.0%	0.0%	7.4%	3.7%	3.7%
1. U of Del	27	(0)	(8)	(15)	(0)	(0)	(2)	(1)	(1)
2. UCI									
3. Ohio U.	Female	3.2%	31.7%	33.3%	0.0%	3.2%	14.3%	4.8%	9.5%
	63	(2)	(20)	(21)	(0)	(2)	(9)	(3)	(6)
Surveys: 23									
Males: 10	Combined	2.2%	31.1%	40.0%	0.0%	2.2%	12.2%	4.4%	7.8%
Females: 13	90	(2)	(28)	(36)	(0)	(2)	(11)	(4)	(7)